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DETAILS OF TEACHERS TRAINING

S.No	DATE	OBJECTIVES	AUDIENCE	RESOURCE PERSON	IMPACT
1	APRIL1, 2020	IBL (INQUIRY BASED LEARNING)	ALL DEPARTMENT TEACHERS	MR. MURAD	**TEACHERS:** • BY MAY→ ABOUT 50-60% TEACHERS OF ALL CYCLES IMPLEMENTED IT IN TEACHING LEARNING • STARTER → ACTIVITY IN LARGE MAJORITY OF GRADES IN CYCLE 1 WITH A THINKING QUESTION (?) /OR PROBLEM SOLVING SITUATION/ OR STORYLINE. **STUDENTS:** • COMPREHENSION SKILLS IMPROVED TO SOME EXTENT. • STUDENTS WERE PROVIDED OPPORTUNITIES TO THINK. • STUDENTS KNEW THE IMPORTANCE OF LEARNING A CONCEPT AND HOW TO CONNECT IT TO REAL LIFE ✓ WHY DO I NEED TO LEARN? ✓ HOW I AM GOING TO USE IT IN REAL LIFE • STUDENTS' PERFORMANCE IN AFL IMPROVED (ABOUT 40%). THEY WERE ABLE TO EXPRESS OR COMMUNICATE ITS APPLICATION TO REAL LIFE BY SELF-FORMULATING / CREATING THEIR OWN CROSS WORD WITH CLUES ETC.
2	APRIL15, 2020	SKILL BASED QUESTIONING TECHNIQUES & BLOOM'S TAXONOMY	ALL TEACHERS	MS. SUNITHA NAMBIAR	**TEACHERS:** • FAMILIAR WITH THE BLOOM'S TAXONOMY & VOCABULARY (KEY WORDS) FOR EACH LEVEL (KNOWLEDGE/ UNDERSTANDING/APPLICATION/HOTS) • STRUCTURING OF QUESTIONS IMPROVED IN AFL/AOL PAPERS. ✓ 50-60% VERY GOOD

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						✓ 20-30% NEEDED HELP IN FRAMING QUESTIONS OF HIGHER LEVEL (ANALYSIS AND SYNTHESIS). **STUDENTS:** • ---FAMILIAR WITH BLOOM'S TAXONOMY TERMS LIKE MODEL/CREATE/JUSTIFY/DEFINE/DIFFERENTIATE, ETC...
3A	APRIL 20, 2020	IMPORTANCE OF KWL, FRAYER'S MODEL FOR REFLECTION & PRIOR KNOWLEDGE CHECK	ALL DEPARTMENTS 20	SLT		**TEACHERS:** LARGE MAJORITY (75% AND MORE TEACHERS USE IT FOR ALL LESSONS TO GAUGE STUDENTS' PRIOR KNOWLEDGE AND TO GET TARGETS. **STUDENTS:** ALMOST ALL STUDENTS OF ALL PHASES ARE ABLE TO REFLECT ON THEIR LEARNING.
3B	APRIL 22, 2020	UAE NATIONAL AGENDA	ALL STAFFCYCLES 2/3	SLT		ALMOST ALL TEACHERS ARE CLEAR ON THE UNDERSTANDING OF THE UAE AGENDA ON TIMSS/PISA EXPECTATIONS
4	JUNE 3, 2020	PROGRESS TRACKER & ITS IMPORTANCE IN MEASURING STUDENT'S PROGRESS ↳ NEED OF MAINTAINING A TRACKER TEMPLATE TO MEASURE STUDENT PROGRESS & HOW IT CAN HELP TEACHER TO MEASURE	ALL TEACHERS	HOS		• TEACHERS--BY SEPT, 50 TO 60% → EFFECTIVELY USED IT TO TRACK THE PROGRESS OF STUDENT LEARNING ON ALL LEARNING OBJECTIVES OF A CONCEPT (RED/YELLOW/GREEN COLOUR CODED) • CATCH UP CLASSES PLANNED BASED ON LEARNING GAPS AND NEED BASED TASK DONE DURING CATCH UP SESSION.

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		AND MODIFY INSTRUCTION		
5	JUNE 10, 2020	EFFECTIVE STARTER/ PLENARY USE OF PLICKERS/QUIZOO	ALL TEACHERS	MR. MURAD DEPT. HODS	• HELPS BOTH TEACHERS' STUDENTS TO GET INSTANT FEEDBACK ON WHAT THEY HAVE LEARNT / MASTERED AND WHAT LEARNING GAPS AND TO PLAN ACTION PLAN TO FILL GAPS. • HELP TEACHERS TO GAUGE STUDENT'S PROGRESS INSTANTLY IN LESS TIME. • CLASS DOJO- MOTIVATED STUDENTS TO LEARN AND PARTICIPATE IN CLASS. (C1—LARGE MAJORITY USING IT)
6	SESSION 1- JUNE 12 SESSION 2 – OCT 22	DIFFERENTIATION IN CLASS ROOM TEACHING LEARNING	ALL TEACHERS	MR. MURAD MS. SUNITHA & HODS (DEPT. SPECIFIC)	**STUDENTS:** • STUDENT MOTIVATION RATE IMPROVED AS TEACHERS MADE DIFFERENT LEVELLED (3 TIERED) TASKS ON THE SAME LEARNING OBJECTIVE BASED ON THEIR PERSONALISED NEEDS AND STRENGTHS. **TEACHERS:** • ABOUT 50% OF TEACHERS LEARNT SKILL TO DIFFERENTIATE THEIR LESSON PLAN BY CONTENT/PROCESS /PRODUCT BY OCT AND BY DEC LARGE MAJORITY ARE HAVING PLANS WITH DIFFERENTIATED TASKS EVIDENT. • QUALITY OF STUDENT OUTCOME IMPROVED • "SATISFACTION FACTOR" [REFLECTION] OF BOTH (TEACHER /STUDENT) IMPROVED.(I CAN TEMPLATE IN NOTEBOOKS/ TASKS)
7	MAY 2020	HEALTH & SAFETY	ALL TEACHERS (MAY) NEW TEACHERS (OCT)	MR. KUNJUMOAN & TEAM	**TEACHERS:** • ALL TEACHERS WERE MADE AWARE OF THE FIRE DRILL/LOCK DOWN AND OTHER H & S MEASURES TO BE TAKEN IN CLASSROOM AND IN SCHOOL AT ALL TIMES.

8	JUNE 2020 & SEP 2020	SEN/POD	ALL TEACHERS	SENCO	• TO IDENTIFY STUDENTS WITH SPECIAL NEED SUPPORT • SUPPORT STRATEGY AND DEVELOPING IEPS • BY SEPT 2020, LARGE MAJORITY OF TEACHERS USED IT (70%-80%) • BY NOVEMBER 2020 –ALL MOST ALL ARE USING IT .
8A	JUNE 2020	PEDAGOGY OF ENVIRONMENTAL STUDIES	SCIENCE TEACHERS	CBSE	• LEARNING ASPECTS: KEY CONCEPTS, PROCESS SKILLS, ATTITUDES, VALUES • CONTEXT (WHAT DOES THE CHILD ALREADY KNOW ABOUT THE TOPIC, WHERE DOES THE CHILD COME FROM, CHILD'S INTEREST, CHILD'S STYLE OF LEARNING) • LEARNING OBJECTIVES • CREATING LEARNING SITUATIONS – RESOURCES NEEDED – ASSESSMENT • LEARNING OUTCOMES
8B	JUNE 2020	HEALTH AND WELL-BEING IN SCHOOLS	ALL TEACHERS	CBSE	• UNDERSTAND THE CONCEPT OF HEALTH AND WELLNESS • UNDERSTAND THE IMPORTANCE OF A HEALTHY ENVIRONMENT FOR CHILDREN IN SCHOOL • DEVELOP AND UNDERSTAND ABOUT PEDAGOGICAL PROCESSES TO BE ADOPTED IN ORDER TO DEVELOP HEALTHY ATTITUDES AND BEHAVIOURS AMONG CHILDREN • DEVELOP LIFE SKILLS FOR ACHIEVING ENHANCED LEARNING OUTCOMES RELATED TO HEALTH AND WELLNESS.
9	SESSION1 – JUNE SESSION 2- OCT 2020	ASSESSMENT DATA ANALYSIS AND TRIANGULATION	ALL TEACHERS	MS. SUNITHA	**TEACHERS:** • ABOUT 80% OF THE TEACHERS OF CYCLE3 /30% IN CYCLE 2, UNDERSTOOD ITS IMPORTANCE IN GAUGING THE EFFECTIVENESS OF THEIR TEACHING TO KNOW WHAT STUDENTS LEARNT AND LEARNING GAPS. THEY DID A DETAILED QWA --ANALYSIS OF

					THE QUESTION PAPERS OF PT2—IN NOV TO CHECK ON THE LEARNING GAPS AND SUGGESTED ACTION PLAN/CORRECTIVE MEASURES WHICH WAS COMMUNICATED TO THE PARENTS.—SLA DOCUMENT IN JULY/ NOV 2020 • QUESTION WISE/ SKILL WISE ANALYSIS AFTER EVERY FORMATIVES/SUMMATIVE HELPED PRACTICES TO IDENTIFY COMMON LEARNING GAPS AND PLAN NEED BASED ACTION PLAN TO REMODIFY CURRICULUM AND STRATEGY.
10	SESSION 1 JUNE 2020 SESSION 2 OCT 2020	CURRICULUM DEVELOPMENT	CURRICULUM TEAM	HOS/SLT	• HOD ALONG WITH THE CURRICULUM TEAM DEVELOPED CURRICULUM MATRIX / GRID / I CAN STATEMENTS {C1- (I KNOW/MAKING SENSE)/ C-2 (MAKES CONNECTIONS)/ C-3(CRITICAL THINKING/ TRANSFER OF SKILLS)/ C-4 (CREATE/LEARNING STANDARDS IN ENGLISH, MATHEMATICS AND SCIENCE FOR GRADE 1-8)
11A	AUG 26,2020 (CPD WEEK)	LEARNING QUADRANTS DRIVEN BY THE BIG QUESTION UNIVERSAL DESIGN OF LEARNING	ALL TEACHERS	HOS	• ALMOST ALL TEACHERS ARE FAMILIAR WITH THE 6 STANDARDS OF INSPECTION FRAMEWORK.
11B	AUG 27, 2020	INSPECTION FRAMEWORK	ALL TEACHERS	SLT	AWARE OF THE 6-POINT RATING RUBRICS OF STANDARD 1 & 3.
11C	AUG, 2020	ONLINE AWARENESS PROGRAMMGE	PE TEACHERS	CBSE	ONLINE AWARENESS PROGRAMME ON PHYSICAL ACTIVITY TRAINER FOR PRINCIPALS AND MEMBERS OF SCHOOL MANAGEMENT
11D	AUG, 2020	30-30 STEM	SCIENCE & MATHS TEACHERS	CBSE	BASIC CONCEPTUAL UNDERSTANDING AND CRITICAL THINKING OF MATHEMATICS & SCIENCE

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11E	AUG 22, 2020	DECODING THE INDIAN NATIONAL EDUCATION POLICY 2020	SLT	HOS	• FACILITATING CHILD-CENTERED LESSON-PLANNING BASED ON THE PEDAGOGY RECOMMENDED FOR EACH STAGE BY THE NEP • ENVISAGING GREATER ACADEMIC COMPLEXITIES IN THE MIDDLE SCHOOL CURRICULUM THROUGH INTRODUCTION OF ABSTRACT CONCEPTS IN ALL SUBJECTS TO LAY DOWN STRONG ACADEMIC FOUNDATIONS FOR THE NEXT AND FINAL STAGE OF SCHOOLING
12	SEPT 2020	DEVELOPING LEARNER PROFILE AS REFLECTIVE TOOL	ALL TEACHERS	HOS/SLT	• IT HELPED **STUDENTS** TO EXPRESS THEIR STRENGTH, WEAKNESS AND RATE THEMSELVES (SELF-ASSESS) WITH "I CAN DO" AND FIND "DIFFICULTY IN" **TEACHERS:** • IN CYCLE 2/3, ABOUT 30% OF TEACHERS ARE EFFECTIVELY USING IT SINCE OCT 2020.THEY BENEFITED WITH THIS EXERCISE AS IT HELPED THEM TO IDENTIFY AND GAUGE STUDENTS LEARNING GAPS AND NEED ANALYSIS TO BE DRAWN. • PLAN PERSONALIZED LEARNING PACK AND GUIDE THEM TO OVERCOME GAPS TO GREAT EXTENT (BUDDY HELP) LEARNING PACK ETC.(ESPECIALLY GRADE 9/10/11/12)
13	SEPT 2020	MAPPING ASSET CUURICULUM INTO UIS CURRICULUM	ENG/MATH/GSC DEPT	HOD/ SLT	• BY SEPTEMBER END , UIS CURRICULUM REVIEWED WITH ASSET EXPECTATIONS . ASSET AQAD --- IN PLACE / LP MODIFIED – WITHASSET MODEL QNS -- 10 MINUTE / DAY FROM OCT 2020.
14	SESSION 1 – MAY 2020/ SESSION 2 SEPT 2020	BOOKMARKING FEEDBACK	ALL TEACHERS— SESSION1/ SESSION 2—SEPT JOINEEES	HOS/SLT	**STUDENTS:** • BOOSTED HIGH ACHIEVERS WITH MOTIVATING REMARKS OF TEACHERS AND HELPED THEM TO STRIVE HARD TO DO BETTER AT ALL TIMES. • HELPED STRUGGLING STUDENTS TO KNOW WHAT WENT WELL (WWW) AND EVEN BETTER IF (EBI) AND CORRECTIVE MEASURES SUGGESTED BY

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					TEACHER TO WORK ON TO IMPROVE AND FILL LEARNING GAPS.
					• SELF/ PEER MARKING STRATEGY & USE OF RUBRICS HELPED STUDENTS TO ASSESS STRENGTH/ WEAKNESS OF SELF & PEERS BASED ON SUCCESS CRITERIA. **TEACHERS:** **N KG-LARGE MAJORITY OF TEACHERS GIVE CONSTRUCTIVE FEEDBACK IN WORK OF STUDENTS.** **IN CYCLE 1—30-40% /CYCLE 2- 25-30%, AND IN CYCLE 3—40-50% AND FOLLOW UP DONE WITH /AFTERSCHOOL REMEDIAL CLASSES.(REMOTELY)** • MAJORITY OF TEACHERS UNDERSTOOD THE IMPORTANCE OF TARGET SETTING. **PARENTS:** • ALSO HELPED PARENTS TO KNOW STRENGTH & WEAKNESS AND AREAS TO IMPROVE & WAYS TO DO BETTER AS LINKS AND SUPPORT MATERIALS WERE UPLOADED ON MY LEARNING PORTAL. –SLA DOCUMENT
15	SEPT6	AFL STRATEGIES	NEW TEACHERS 0	MR. MURAD	**TEACHERS:** • LARGE MAJORITY OF TEACHERS OF C1/C2 AND KG ADOPTED VARIETY OF TOOLS AND TECHNIQUES OF ASSESSMENT IN AFL'S (MCQ/ GROUP DISCUSSION/PROJECT/ROLE PLAY/SELF-FORMULATE, ETC...) • USE OF RUBRICS AND VARIOUS MODES OF ASSESSMENT PEER/SELF/TEACHER BY TEACHERS **STUDENTS:** • PARTICIPATION RATE IMPROVED AS FLEXIBLE GROUPING IN TASK COMPLETION PROVIDED.

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					- VARIOUS MODES OF EXPRESSING /REFLECTING LEARNING THROUGH MULTIMODAL/MULTIPLE INTELLIGENCE FORMS IMPROVED STUDENT'S MOTIVATION. - STUDENTS LEARNT THE ART OF ASSESSING IN DIFFERENT MODES. - FRAYERS MODEL/MIND MAP / SEVERAL OTHER FORMS OF REFLECTION EVIDENT. - THE STUDENT PROFILE HELPED TEACHERS TO UNDERSTAND THE STUDENTS LEARNING STYLES AND THE MODE OF INSTRUCTION OR TEACHING /LEARNING MODIFICATION TO BE DEVELOPED TO IMPROVE THEIR ATTAINMENT LEVEL.
16	SEPT 20	CAT4 DATA	GR. 4/6/8/10 TEACHERS CLASS TEACHERS & ENG/MATHS/SCI	MS. SUNITHA	**TEACHERS:** GRADES 4/6/8/10 ENG/MATHS/SCI TRAINED TO IDENTIFY THE STUDENTS' WHO ARE G & T AND NEED SUPPORT IN THE 4 BATTERIES AND ANALYSE THEIR PROFILE USING STANINE SCORE.
17	SEPT 23	DIFFERENTIATION INSTRUCTION FRAYER'S MODEL & PLICKERS	NEW TEACHER	SLT & HOS	BY NOVEMBER ABOUT 60-70% OF NEW TEACHERS ARE SEEN IMPLEMENTING THE USE OF FRAYER'S MODEL/ KWL IN THEIR T/L WHICH IS EVIDENT IN LESSON OBSERVATION (CYCLE 1/KG)
17A	SEPT, 2020	HIGH PERFORMANCE LEARNING	ALL TEACHERS		
18	OCT5	- MULTI MODAL APPROACH TO TEACHING /LEARNING - CROSS MAPPING APPROACH TO	KG / CYCLE 1 TEACHERS OF MATH DEPT.	SN/TINA	**TEACHERS:** TEACHERS OF CYCLE 1—ABOUT 30%(MATH DEPARTMENT) PLANNED LESSON & TEACHING LEARNING STRATEGY USING MULTIPLE MODES AND VARIOUS MANIPULATIVES. EG: MULTIPLICATION &DIVISION

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		TEACHING/LEARNING • LCM/HCF→3 METHODS			• CROSS MAPPING →LARGE MAJORITY OF TEACHERS OF CYCLE 1 ADOPT CROSS MAPPING APPROACH IN ALMOST 50% OF THE CONCEPTS DELIVERED. **STUDENTS:** • EXPOSURE TO VARIOUS METHODS OF ARRIVING AT THE SAME SOLUTION HELPED STUDENTS TO LEARN CONCEPT BETTER. (ABOUT 40-50%) • PROVIDED STUDENTS TO SELECT METHODS OF THEIR CHOICE (LEARNING STYLES) • STUDENTS ABLE TO COMMUNICATE /EXPRESS THE UNDERSTANDING OF LEARNING A CONCEPT AND ITS USE IN REAL LIFE IN VARIOUS CONTEXTS.
19	OCT 19, 2020	• LEARNING PROCESS KEY STEPS & IT'S EFFECT IN ENHANCING LEARNING	ALL STAFF	HOS	• ALL LESSON PLANS WITH EFFECT FROM JAN 2021 HAVING THE 5 STEPS: STEP 1: PROMPT STEP 2-LEARNING OBJECTIVE DEFINED STEP 3-EXPLICIT TEACHING STEP 4: PRACTICE SESSION (DIFFERENTIATED) STEP 5: ASSESSMENT FOR LEARNING (**TO GEERAGE PROGRESS)**
20	OCT & NOV (2 SESSIONS)	STRENGTH/WEAKNESS & CORRECTIVE MEASURES PERFORMANCE AND CONTENT STANDARDS LESSON PLANNING - PERFORMANCE TASK QUESTION WISE ANALYSIS WITH DESCRIPTION	ALL TEACHERS	HOS/SLT	• ABOUT 70% OF ALL TEACHERS (ALL DEPARTMENTS) OF CORE SUBJECTS – ENG/MATHS/SCIE/S.ST. EFFECTIVELY USE PROGRESS TRACKER TO MEASURE STUDENT PROGRESSION IN LESSONS. • IN CYCLES 2/3, QUESTION WISE ANALYSIS AFTER EVERY PT HAS HELPED TEACHERS IN IDENTIFYING THE GAPS IN STUDENTS' LEARNING AND PLAN REMEDIAL PLANS. **STUDENTS:** • BENEFITTED FROM THEIR ACTIVITY IN KNOWING THEIR STRENGTH AND AREAS TO WORK ON AND FOCUS ON THE LEARNING OBJECTIVES THAT NEEDS IMPROVEMENT.

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21	NOV 10	PDP	HOS/VP	ALL STAFF	TEACHER PERFORMANCE –DEVELOPMENT PLAN BY NOV 20TH ALL TEACHERS OF ALL CYCLES FAMILIAR WITH PDP CYCLE OF GEMS , PURPOSE : 22BY DEC 10TH ABOUT 80% TEACHERS GOAL SETTING /MID YEAR TARGET REVIEWED WITH THEIR LINE MANAGER AND PDP TEMPLATE DOCUMENTED.
22	DEC 2020	USE OF DATA TARGET SETTING FOR PT2/FA2	ALL STAFF	HOD LINE MANAGER	• BY 3RD JAN ALMOST ALL TEACHERS OF ALL CYCLES SET TARGETS FOR TERM2 • ALMOST (70%) STUDENTS OF CYCLE 2/ CYCLE 3 KNOW THEIR STRENGTH/WEAKNESS, TARGETS FOR TERM2 AND HOW TO WORK TOWARDS IMPROVING.
23	DEC 13 – 16	--FEEDBACK /PADLET/NEARPOD	DEPARTMENT WISE		•
24	DEC 14TH	HOW TO WRITE FEED BACK VIRTUALLY ON PDF DOCUMENT	CYCLE 2 & 3 TEACHERS	TINA	• BY FEB ABOUT 50 TO 60 % TEACHERS WERE PROVIDING CONSTRUCTIVE FEEDBACK ON STUDENTS WORK SAMPLES
25	DEC 14TH	CROSS MAPPING AND ITS IMPORTANCE	ALL CYCLE 2 & 3 TEACHERS	INDRAVATHI	• BY JAN 5TH ALL LESSON PLANS OF ENGLISH/MATHS/SCIENCE/SST PROVIDED OPPORTUNITY TO CROSS MAP THE CONTENT AND LINKED TO OTHER SUBJECTS ANS SOMETIMES WITH OTHER DISCIPLINES OF THEIR OWN.
26	DEC 15TH	COMPETENCIES & ITS MEASURE AS OBSERVATION TOOL	E/M/SCIENCE DEPT	HOS/VP	• BY JAN 10TH ALL TEACHERS OF ENGLISH/ MATH/GSC/ ARE FAMILIAR WITH DIFFERENT ELEMENTS OF COMPETENCIES AND MEASURE STUDENT OUTCOMES ON IT USING OBSERVATION SHEET.
27	DEC 16TH	KAHOOT NEARPOD AS REFLECTIVE TOOL/COMMUNICATIVE TOOL	CYCLE 2 & 3 TEACHERS	LUBNA	• ALMOST ALL TEACHESR OF E/M/SCIENCE/SST & 2ND LANG USE KAHOOT, NEARPOD IN THEIR TEACHING LEARNING (EVIDENT ON LESSON OBSERVATION/LESSON PLANS)

| 28 | FEB 2020 | DEPARTMENT SELF-REFLECTION OF 2019-2020

STUDENT PROFILE (ACHIEVEMENT CHART PREPARATION) | DEPARTMENT WISE | HODS & SLT | • TO SELF-REFLECT ON THE YEAR'S SWOT (DEPARTMENT IMPROVEMENT PLAN) BASED ON PT1/PT2, ETC.
• BY MARCH 18, ALMOST ALL TEACHERS COMPLETE THE STUDENT PROFILE TO BE HANDED OVER TO 2021-2022TEACHERS. |